

ALIGNING SOCIAL EMOTIONAL LEARNING STANDARDS TO ILLINOIS ACADEMIC STANDARDS USING THE RTI MODEL

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WHY SEL?

- 6% of U.S. Youth 14 -17 did not go to school on one or more of the previous 30 days due to feeling unsafe at school or on their way to or from school
- 7.9% of these youth reported having been threatened or injured with a weapon on school property
- 28.5% of these youth reported having felt so sad or hopeless almost every day for two weeks or more in a row during the previous 12 months that they stopped doing some normal activities
- 13% actually have a plan to attempt suicide during this period

WHY SEL?

- Only 29% of students in 6th through 12th grade thought their school provided them with a caring, encouraging environment

2003 Search Institute Survey of 202 U.S. Communities

- At least 1 in 10 children suffer from mental illness that disrupts daily functioning
- 70 to 80% of children in need do not receive mental health services
- 25 to 30 % of all American children experience school adjustment problems
- 14% of students aged 12 to 18 have reported being bullied at school in the last six months

2003 Final Report of the Illinois Children's Mental Health Task Force

It is time to break the cycle:



Collaborative for Academic, Social, and Emotional Learning

Research shows that
social-emotional learning
can be taught and that its presence in classrooms and
schools improves academic learning



TOP TEN

1. Learning requires caring
2. Teach everyday life-skills
3. Link social-emotional instruction to other school services
4. Use goal-setting to focus instruction
5. Use varied instructional procedures



TOP TEN

6. Promote community service to build empathy
7. Involve parents
8. Build social-emotional skills gradually and systematically
9. Prepare and support staff well
10. Evaluate what you do

Phase 1:

Illinois SEL

- Goals: Three broad statements
 - Develop self awareness and self management skills to achieve school and life successes.
 - Use social-awareness and interpersonal skills to establish and maintain positive relationships
 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Illinois SEL Learning Standards

- Ten SEL Learning Standards
- Knowledge and skill within a goal that students should know and be able to do
- Learning targets to align curriculum and instruction and assessment

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Illinois SEL Benchmarks

- Learning Targets

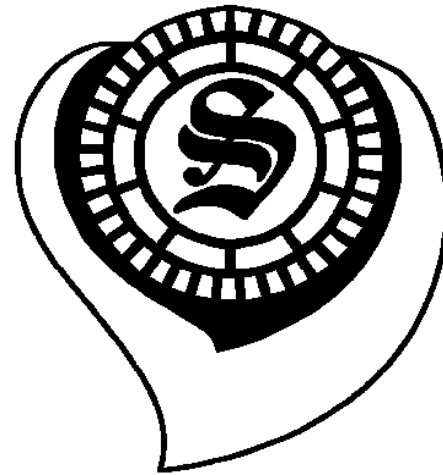
Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.2a. Describe a range of emotions and the situations that cause them.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	1A.5a. Evaluate how expressing one's emotions in different situations affects others.
	1A.1b. Demonstrate control of impulsive behavior.	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.4b. Generate ways to develop more positive attitudes.	1A.5b. Evaluate how expressing more positive attitudes influences others.

Illinois SEL Performance Descriptors

- Most specific learning targets build upon the standards and benchmarks
- help educators select and design classroom activities and instruction
- a representation, not an exhaustive list



Special Education District of Lake County



Social Emotional Learning for All

“Exceptional Services for Exceptional Students”

SEDOL Curriculum Areas

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- Reading / Language Arts

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 - (4th year of development / implementation)

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 - (3rd year of development / implementation)

SEDOL Curriculum Areas

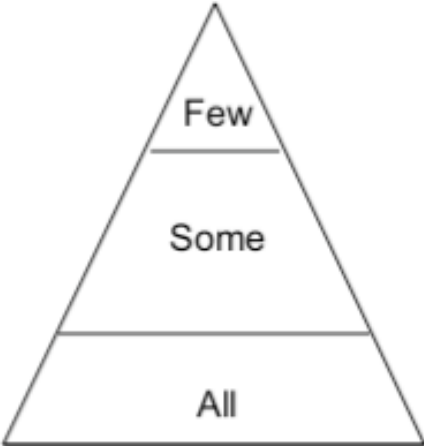
- Reading / Language Arts
 - (4th year of development / implementation)
- Math, Social Emotional Development, Science, Social Studies and Physical Health and Education
 - (3rd year of development / implementation)
- Transition Services and Early Childhood

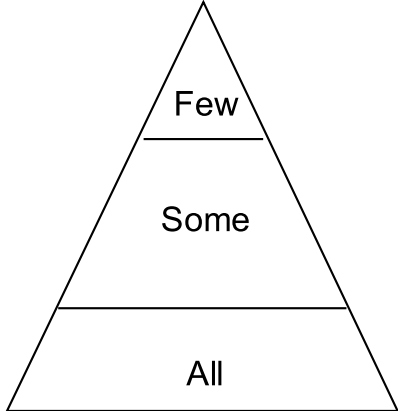
SEDOL Curriculum Areas

- Reading / Language Arts
 - (4th year of development / implementation)
- Math, Social Emotional Development, Science, Social Studies and Physical Health and Education
 - (3rd year of development / implementation)
- Transition Services and Early Childhood
 - (2nd year of development)

SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL				
STAGE	SCOPE AND SEQUENCE			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
STAGE B	IDENTIFY EMOTIONS	UNDERSTANDING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS
STAGE D	UNDERSTANDING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS	DECISION MAKING
STAGE G	MEANING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS	DECISION MAKING
STAGE I	INTERPERSONAL SKILLS	SOCIAL SKILLS/DIVERSITY	SELF ADVOCACY	COMMUNITY
STAGE J	INTERPERSONAL SKILLS	SOCIAL SKILLS/DIVERSITY	SELF ADVOCACY	COMMUNITY

SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE B

TIMELINE: 1 st QUARTER	IDENTIFY EMOTIONS
LEARNING STANDARDS	1A. Identify Feelings: happy, angry, sad, afraid, excited, proud 1A.5 Demonstrate a range of emotions through facial expressions and body language. 1B.1 Identify the personal traits of characters in stories. 1B.2 Describe an achievement that makes you feel proud. 1C.7 Use self-talk to reward yourself for accomplishments. 1B.6 Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach). 3C.2 Describe what you have done to make a positive difference in your class or school and how this made you feel.
ESSENTIAL QUESTION	What feelings do people have and why?
UNDERSTANDING / SKILLS 	<p>Few students will: Utilize self-talk to reward themselves for accomplishments</p> <p>Some students will: Utilize self-talk to reward themselves for accomplishments inconsistently Describe an achievement that makes them feel proud Describe what they have done to make a positive difference in their class and how this affected them Identify the personal traits of characters in stories Have exposure to self-talk to reward themselves for accomplishments Draw a picture of one of their favorite things to do with others (e.g., play a sport, ride bike, go to the beach)</p> <p>All students will: Identify Feelings: happy, angry, sad, afraid, excited, proud Demonstrate a range of emotions through facial expressions and body language</p>
ACADEMIC VOCABULARY	Positive difference - making a good or better choice Self talk - silently or quietly talking to one-self about own thoughts and feelings
BEST PRACTICES	
TOOLS	Please refer to your discipline specific SEDOL Technology Steps Peace4Kids
ASSESSMENT EVIDENCE	SWISS System

SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE G	
TIMELINE: 1 ST QUARTER	MEANING AND MANAGING EMOTIONS
LEARNING STANDARDS	1A.1 Recognize emotions as indicators of situations in need of attention. 1A.2 Distinguish how you really feel from how others expect you to feel. 1A.3 Distinguish between different emotions (e.g., fear and anger, shame and sadness). 1A.4 Analyze emotional states that contribute to or detract from your ability to solve problems. 1A.5 Analyze the effect of self-talk on emotions. 2A.1 Identify the feelings and perspective of others during group discussions. 2A.2 Recall a situation in which your behavior impacted the feelings of others either positively or negatively. 2A.3 Describe how classmates who are the subject of rumors or bullying might feel. 2A.4 Distinguish between bullying and non-bullying situations. 2B.5 Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 2A.5 Role-play the perspectives of various characters in scenarios provided.
ESSENTIAL QUESTION	What are emotions and how do they help you solve problems? How does your behavior impact others? What are the different types of bullying? Why is bullying harmful?
UNDERSTANDING / SKILLS 	<p>Few students will:</p> <p>Analyze, develop and implement a plan to solve emotional obstacles</p> <p>Analyze the effects of self-talk</p> <p>Differentiate how he/she really feels from how others expect him/her to feel</p> <p>Some students will:</p> <p>Recognize various emotions of self and others</p> <p>Utilize positive self-talk</p> <p>List various emotions</p> <p>Identify how behavior impacts others' feelings</p> <p>Explain harmful effects of bullying and rumors (e.g., physical bullying and verbal bullying)</p> <p>Identify harmful effects of bullying and rumors (e.g., physical bullying and verbal bullying)</p> <p>Role-play the perspectives of others (e.g., real life scenarios, fictitious characters)</p> <p>All students will:</p> <p>Be exposed to preferred and non-preferred activities</p>

ACADEMIC VOCABULARY	Shame- a feeling of disgrace or strong regret Perspective - an individual point of view Rumors - a statement or story that is in circulation but has not been proved to be true
BEST PRACTICES	
TOOLS	Please refer to your specific discipline SEDOL Technology Steps.
ASSESSMENT EVIDENCE	



Phase 2:

What is Response to Intervention?

Response to Intervention (RtI) consists of Three Essential Components:

- * Providing high quality, research-based instruction/intervention matched to student needs
- * Using data regarding learning rate over time and level of performance
- * Making educational decisions based upon student's response to instruction/intervention

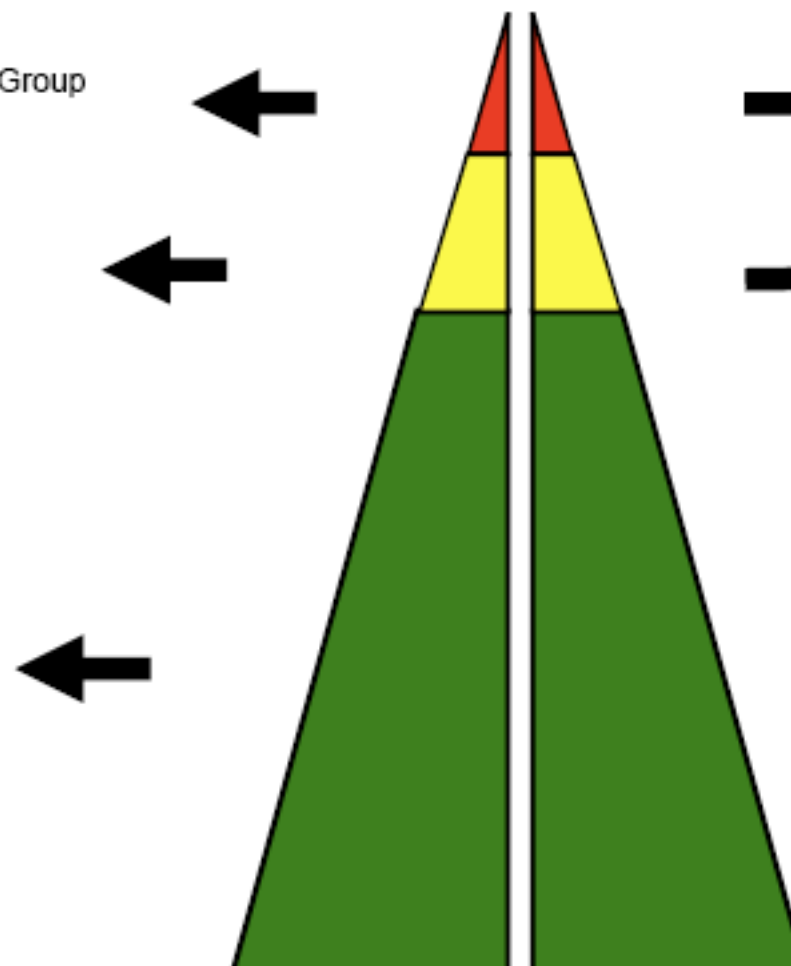
Multi-Tier Model

Academic Systems

Tier 3
Individual Students/Very Small Group
Assessment-based
High Intensity

Tier 2
Some students (at-risk)
High efficiency
Rapid response

Tier 1
All students
Preventive, proactive



Behavioral Systems

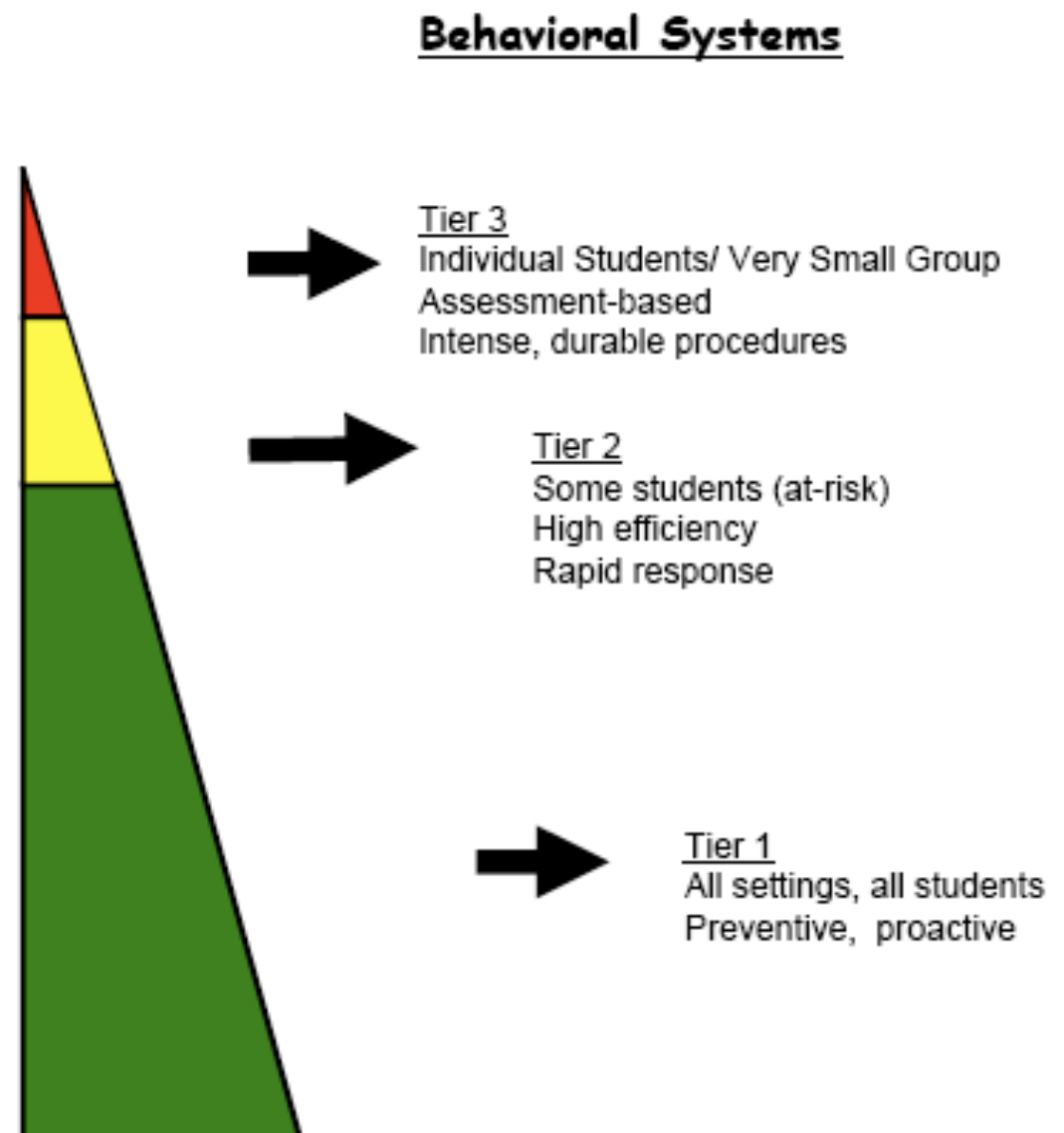
Tier 3
Individual Students/ Very Small Group
Assessment-based
Intense, durable procedures

Tier 2
Some students (at-risk)
High efficiency
Rapid response

Tier 1
All settings, all students
Preventive, proactive

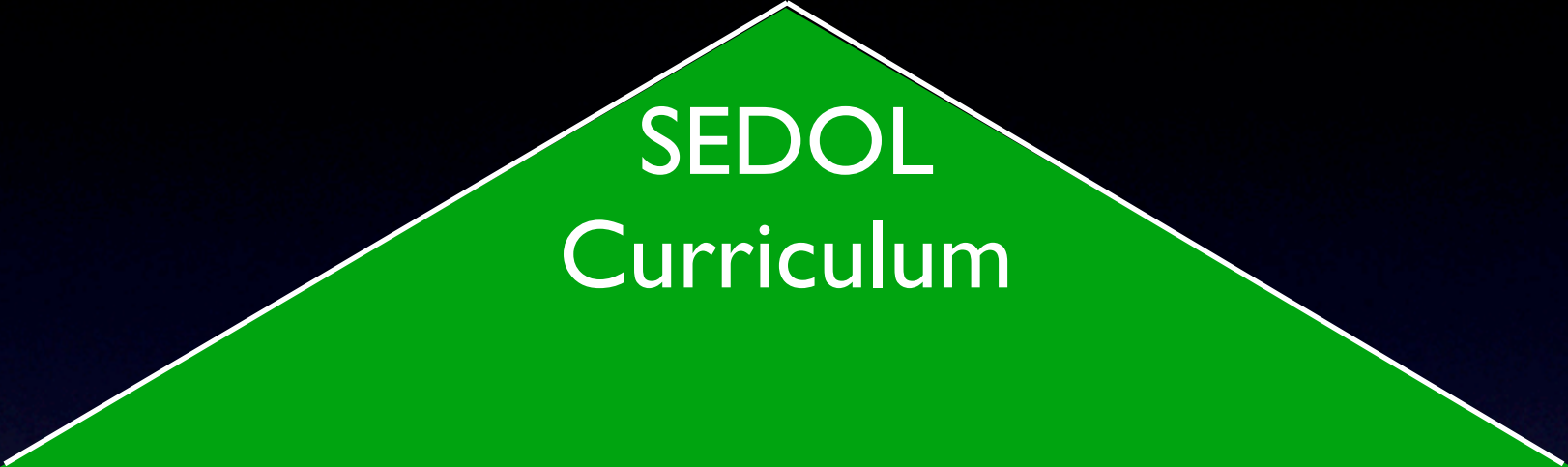
Two Specialized Curriculum Committees

- Tier 1
 - Teachers
 - Curriculum Staff
- Tier 2
 - Psychologists
 - Social Workers



- Peace 4 Kids CD's
- BeCool Videos
- Read Aloud
- Games
- Risk Watch





SEDOL
Curriculum

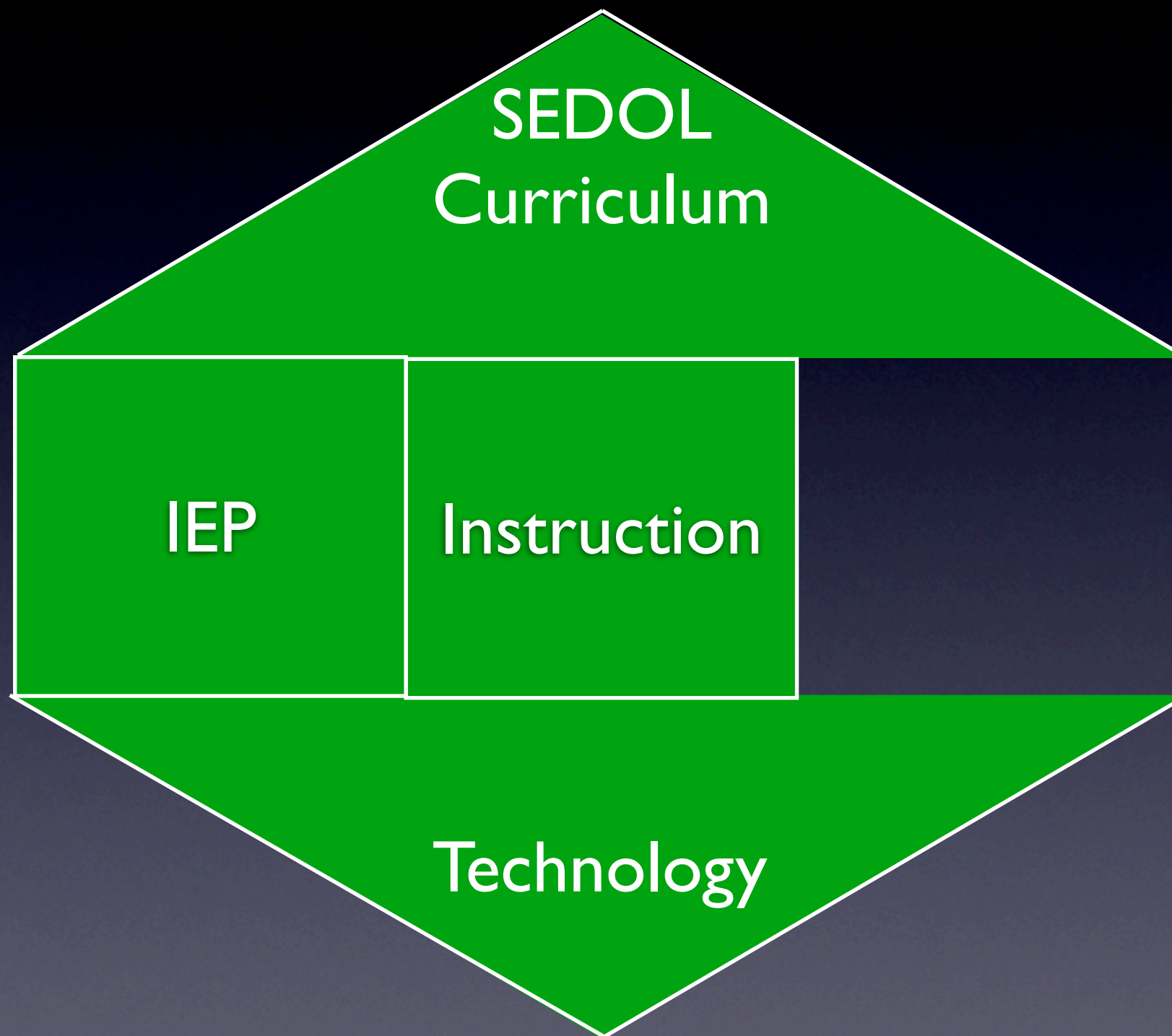


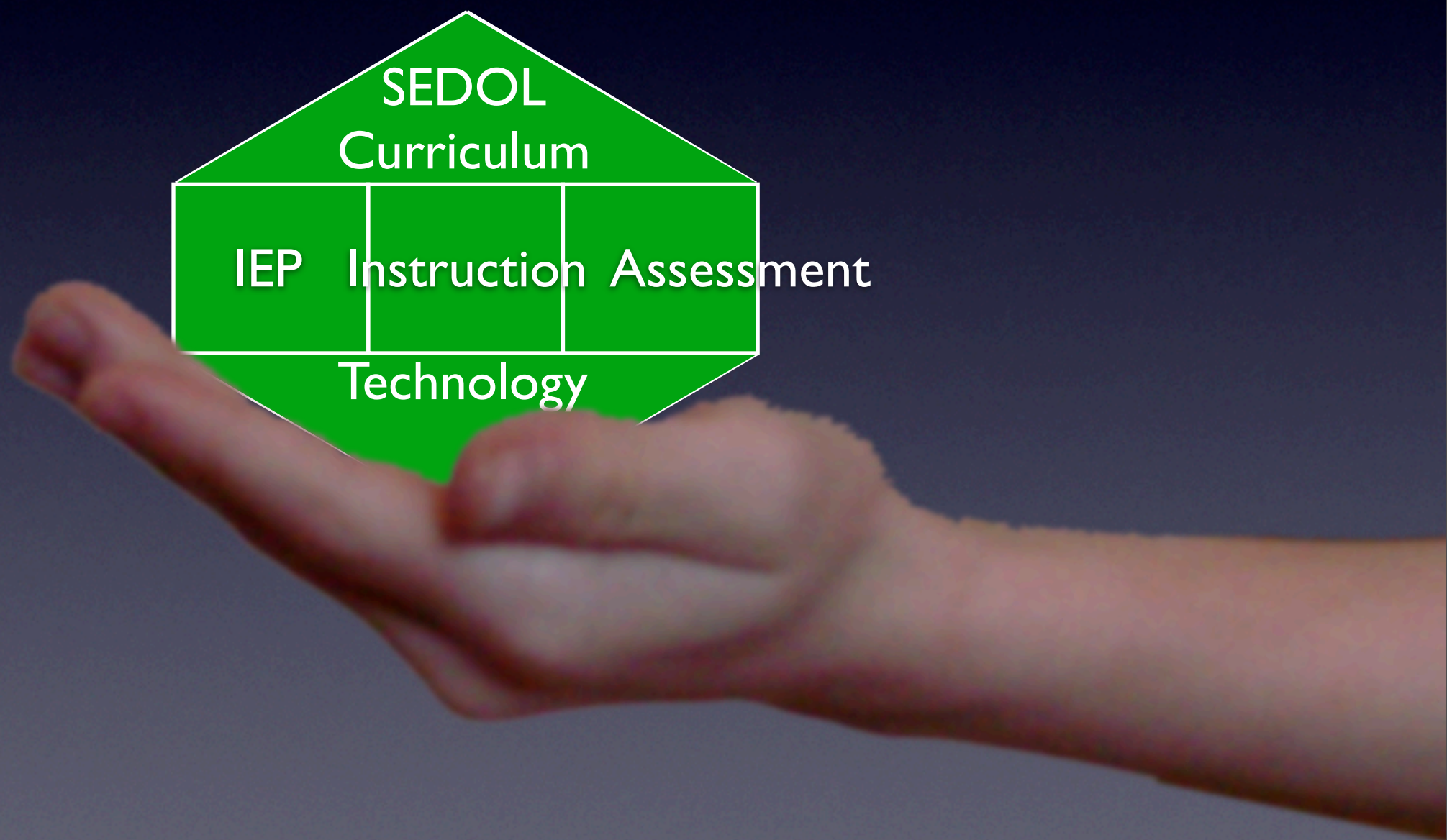
Technology

SEDOL
Curriculum

IEP

Technology





SEDOL
Curriculum

IEP

Instruction

Assessment

Technology

Thank you for making social
emotional learning a goal for all: